**HIST 3326, THE OLD SOUTH**

Fall 2014

**Instructor:** Christopher Morris

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**Office Hours:** MWF Noon to 1:00 pm, and by appointment.

**Section Information:** HIST 3326/001

**Time and Place of Class Meetings:** MWF 11:00-11:50, UH 002

**DESCRIPTION OF COURSE CONTENT:** This course has three primary goals: First, to understand the historical and environmental origins of what remains one of the most enduring regional cultures of the United States; second, to explore from within the context of the South as a historical and environmental place some of the major events and historical processes that shaped the history of the U.S., for example, the American Revolution, westward expansion, the spread of capitalism, secession and civil war; third, to consider southern history from the perspective of free and enslaved southerners.

**STUDENT LEARNING OUTCOMES:**

**Describe:** Students will be able to describe the details or “facts,” events, names of peoples and individuals, terms, and relative chronology in the historical development of the American South before 1865.

**Analyze:** Students will develop and improve their critical thinking skills by examining major economic developments of U.S. history, through discussion of lectures, texts, and hand-outs, including primary source material.

**Synthesize:** Students will improve their ability to connect **specific** information from several sources to offer a coherent argument that can answer a **general** question on a broad theme of U.S. southern history.

**Understand:** Students will gain an understanding of the discipline of history, how to think historically and systemically, specifically and generally, how to understand present and past events in their proper historical context, how to connect events in a chronological chain of cause and effect, how to offer interpretations of the past based not on opinion but on reasoned analysis supported by historical documents.

**Communicate:** Students will improve their basic reading and writing skills.

**REQUIRED TEXTBOOKS AND OTHER COURSE MATERIALS:**

Rhys Isaac, *Landon Carter’s Uneasy Kingdom: Revolution and Rebellion on a Virginia Plantation.*

Christopher Morris, *Becoming Southern: The Evolution of a Way of Life, Vicksburg and Warren County, Mississippi 1770-1860.*

#### Solomon Northup, Twelve Years a Slave: A Citizen of New-York, Kidnapped in Washington City in 1841 and Rescued in 1853, from a Cotton Plantation Near the Red River in Louisiana.

**DESCRIPTIONS OF MAJOR ASSIGNMENTS AND EXAMINATIONS:**

**Reading Assignments:**

The textbooks will allow us to examine the Old South, from its origins in Colonial Virginia, as it spread west to Texas in the early decades of the nineteenth century. Major questions will concern continuities and discontinuities between the time of the Revolution and the time of the Civil War, and between Virginia and the Old Southwest. Was there a South, or several Souths? Lectures will supplement the texts, which will be the basis for class discussions and assignments. Where appropriate, therefore, lectures will be interrupted so that the class can discuss the assigned readings. Students are strongly encouraged to keep up with the readings and to participate in class discussions. If they do so, they will gain a deeper understanding of the readings and lectures, which will enhance their performance on exams. Class participation is vital. Students will be expected to come to class having done the reading assignments and prepared to discuss them.

**Written Aassignments:**

There will be several short quizzes and three take-home exams. Quizzes will be short answer format and will cover reading assignments, including texts and handouts. The exams will be take-home essays. Questions will be handed out a week in advance of the due date (due dates are given below). The take-home exams will cover lectures and reading assignments.

**ATTENDANCE:**

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will not assign a grade specifically for attendance, however, I will take not of attendance for diagnostic reasons, to monitor student engagement, progress, reading comprehension, and oral communication skills.

**GRADING**:

Quizzes 25%

1st Exam 25%

2nd Exam 25%

3rd Exam 25%

A=90-100 B=80-89 C=70-79 D=60=69 F=<60

**Assessments:**

**Describe:** The quizzes are designed to monitor each student’s progress at learning how to describe the basic facts (names, dates, events, periods) presented in lectures and assigned readings relevant to the subject of this course.

**Analyze:** Certain quiz questions as well as the take-home exams will permit the instructor to monitor student progress at learning how to think critically about historical problems, by placing events in the proper chronological order, by thinking about cause and effect, by distinguishing partial answers from more complete answers.

**Synthesize:** The take-home exam questions will allow the instructor to monitor student progress at assembling specific historical evidence gathered from reading assignments and lectures into a general argument that answers a general question about a historical problem.

**Understand:** Altogether, the quiz questions that monitor student progress at description and analysis, the exams that monitor student progress at analysis and synthesis will provide a gauge of overall understanding of historical content, analysis, and thinking. The expected outcome is that students show progress in all areas, as measured by quizzes and take-home exams.

**Communicate:** The take-home exam questions and class discussion will permit the instructor to monitor student progress at reading and writing, by asking them to read and comprehend historical documents, and then writing essays that are logically organized and with grammatical prose.

**STUDENT RESPONSIBILITIES:**

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

As a general rule, for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**DROP POLICY:**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**AMERICANS WITH DISABILITIES ACT:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**TITLE IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**ACADEMIC INTEGRITY:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**ELECTRONIC COMMUNICATION:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**STUDENT FEEDBACK SURVEY:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**FINAL REVIEW WEEK:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**EMERGENCY EXIT PROCEDURES:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located [insert a description of the nearest exit/emergency exit]. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**STUDENT SUPPORT SERVICES**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**WRITING CENTER:** The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit [https://uta.mywconline.com/](https://owa.uta.edu/owa/luket@exchange.uta.edu/redir.aspx?C=jqplelmmw0KcvkWv1pRv_rHS8ofUUtFIXl_CWZTLffEmCPyZf3x4ncUbBmD9p3gSPROCbhSJj7U.&URL=https%3a%2f%2futa.mywconline.com%2f) to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at [www.uta.edu/owl/](http://www.uta.edu/owl/).

**COURSE SCHEDULE**

*NOTE: As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.*

WEEK ONE

Aug. 22 Introduction: What is the South? Several Historical Interpretations

WEEK TWO

Aug. 25 The Natural Environment of the South

Aug. 27 Native Americans and Native History

Aug. 29 Europeans and Africans in Virginia and Carolina

READING ASSIGNMENT: Isaac, xi-xxii

WEEK THREE

Sept. 1 LABOR DAY HOLIDAY: No Class

Sept. 3 Landon Carter’s South (discussion)

Sept. 5 Carter discussion continued.

READING ASSIGNMENT: Isaac, section I, “Revolution in House and Home.”

WEEK FOUR

Sept. 8 The Enlightenment in Colonial Virginia

Sept. 10 continued

Sept. 12 continued

READING ASSIGNMENT: Isaac, section II, “Enlightenment Calm.”

WEEK FIVE

Sept. 15 Politics in Colonial Virginia

Sept. 17 continued

Sept. 19 continued

READING ASSIGNMENT: Isaac, section III, “Politics, War, and Rebellion.”

WEEK SIX

Sept. 22 Revolution

Sept. 24 continued

Sept. 26 continued

READING ASSIGNMENT: Isaac, section IV, “A Troubled Old Regime.”

WEEK SEVEN

Sept. 29 Aftermath of Revolution.

Oct. 1 continued

Oct. 3 continued.

READING ASSIGNMENT: Isaac, section V, “King Lear into the Storm.”

**FIRST TAKE-HOME EXAM DUE IN CLASS ON FRIDAY**

WEEK EIGHT

Oct. 6 Expansion and Growth of the Old Southwest

Oct. 8 continued

Oct. 10 continued

READING ASSIGNMENT: Morris, Introduction, and chapters 1-2.

WEEK NINE

Oct. 13 Family and Community

Oct. 15 continued

Oct. 17 continued

READING ASSIGNMENT: Morris, chapters 3-5.

WEEK TEN

Oct. 20 City Life in the Old South

Oct. 22 continued

Oct. 24 continued

READING ASSIGNMENT: Morris, chapters 6-7.

WEEK ELEVEN

Oct. 27 Remembering Slavery: Changing Historical Interpretations

Oct. 29 Film: “Nat Turner, A Troublesome Property”

Oct. 31 How to Remember Slavery: Reparations, Apologies, Memorials, Films, Books

**SECOND TAKE-HOME EXAM DUE IN CLASS ON FRIDAY**

WEEK TWELVE

Nov. 3 The Slaves’ South

Nov. 5 continued

Nov. 7 continued

READING ASSIGNMENT: Northup,

WEEK THIRTEEN

Nov. 10 Solomon Northup’s South

Nov. 12 continued

Nov. 14 continued

READING ASSIGNMENT: Northup,

WEEK FOURTEEN

Nov. 17 Proslavery vs Abolitionism.

Nov. 19 continued

Nov. 21 continued

WEEK FIFTEEN

Nov. 24 The Politics of Secession

Nov. 26 How the Slaves Caused the Civil War:The Significance of the Fugitive Slave Clause

Nov. 28 THANKSGIVING HOLIDAY: No Class

READING ASSIGNMENT: Morris, chapters 8-10

WEEK SIXTEEN

Dec. 1 The South and the War

Dec. 3 continued

READING ASSIGNMENT: Morris, Epilogue.

**THIRD TAKE-HOME EXAM DUE WEDNESDAY DECEMBER 10, 11:00 a.m.**